

# Whitby Heath Primary School



## Spiritual, Moral, Social & Cultural Education Policy (SMSC)

<b>Policy written</b>	October 2023
<b>Agreed by Governors</b>	March 2024
<b>Next Review</b>	March 2027
<b>Head teacher</b>	Mr S Wright 
<b>Chair of Governors</b>	Mr N Lacey

## **Intent**

### **Aims**

The aims of spiritual, moral, social and cultural education (SMSC) at our school are to:

- Give an important place to the spiritual, moral, social and cultural development for all pupils.
- Seek appropriate opportunities for pupils to grow in their spiritual awareness.
- Promote a good understanding of moral and ethical values to underpin our ethos and to provide foundations for good relationships within our community.
- Develop pupils' social skills and social awareness to enable them to grow into good citizens.
- Enable young people to make responsible and well-informed decisions about their lives, rooted in a foundation of understanding of British values.
- Be firmly rooted within PSHE and the curriculum as a whole.
- Be part of lifelong learning about physical, moral and emotional development.
- Enable all pupils to develop good moral values and understand about the importance of truthfulness and to know the difference between right and wrong.
- Enable all pupils to build an understanding of justice, fair play and honour in line with the British values that we promote.
- Enable all pupils to get on well together as a school community and develop the personal and interpersonal social skills that make for harmony and empathy for others.
- Teach children about the wider society in which they live as citizens and the rights and responsibilities that come with that.
- Give children an understanding of the rich culture in which they live and to increase their knowledge and understanding of the wider cultures that make up our societies and the diverse world in which they live.

### **Statutory requirements**

Under the legal duties of the 2010 Equality Act we will ensure that where appropriate, all protected characteristics will be recognised and acceptance taught as an embedded aspect in all we do including: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation including homosexual, bi-sexual and transgender.

### **Definitions**

#### Spiritual development

This refers to children's ability to be reflective on their own beliefs, religious or otherwise and show respect for different people's feelings, values and faiths.

#### Moral development

This is demonstrated by children's ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives. They will have a respect for the civil and criminal law of Britain and understand the consequences of their behavior. Children will develop an interest in investigating, and offering reasoned views about, moral and ethical issues and be able to accept, respect and appreciate that others may have a different viewpoint.

#### Social Development

Children's ability to use a range of social skills in different contexts, including working, cooperating and socialising with pupils from different religious, ethnic and socio-economic backgrounds. They will learn the skills to resolve conflicts effectively. Children will also develop an interest in, and understanding of, the way communities and societies function at a variety of levels and develop acceptance and engagement with the fundamental British Values (see the school British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs.

### Cultural Development

This is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Children will be encouraged to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities to build their own Cultural Capital and enrich their lives. Children will also develop an understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

## **Implementation**

### **Curriculum**

At Whitby Heath SMSC is built into the fibre of what we do each day. Many aspects of the children's teaching and learning will build opportunities throughout most subjects to develop their skills, knowledge and understanding of all aspects of SMSC. There will be specific teaching throughout subjects such as PSHE, RSE and RE as well as opportunities to explore aspects of SMSC in other subjects such as English, Music, Art and PE.

In addition to opportunities throughout the curriculum, the whole school values also feed into our SMSC provision. Our School Values have replaced the golden rules in order to place more emphasis on children making positive choices because they understand this is the right thing to do, not just in order to follow a rule. Emphasis has been placed on internalising the values to make them part of the school and all of the pupils.

At Whitby Heath we also encourage our children to display positive characteristics through our Character Words. These are:

KS1:

Bravery, Effort, Kindness, Patience, Honesty and Respect

KS2:

Creativity, Courage, Compassion, Determination, Generosity, Perseverance, Conscientiousness, Integrity

These are further underpinned by our Character Pledges. Each half term the focus will be on a different Character Word and children will be set a series of challenges to demonstrate how they show these wonderful characteristics, both at school and at home. Through this, we aim to celebrate achievements beyond the academic, showing our children the importance of their social and moral development.

For more information about the coverage of our SMSC curriculum, see Appendix 1.

## **Roles and responsibilities**

### **The Governing Body**

The Governing Body will approve the SMSC policy and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that SMSC is taught consistently across the school and built into the day to life of our school community.

### **Coordinators**

All middle leaders across school take responsibility for ensuring that the subjects they lead make the most of all opportunities to promote SMSC throughout school.

### **Staff**

Staff are responsible for:

- Delivering aspects of SMSC throughout the entire curriculum.
- Modelling positive attitudes to all aspects of SMSC in their professional conduct
- Monitoring progress
- Responding to the needs of individual pupils

### **Impact**

The development of pupils' SMSC awareness will be core to our school's ethos. It will be established across the curriculum teaching and learning. It will have a strong visibility in the ethos, life and work of the school through pupils' behaviour, relationships, and attitudes.

### **Monitoring arrangements**

The delivery of SMSC is monitored by SLT through:

- Learning walks
- Pupil voice
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Wellbeing Team every three years. At every review, the policy will be approved by the Governing Body and the Headteacher.

### **Links with other policies**

PSHE, RSE and Wellbeing policy

Safeguarding policy

Equality Objectives and Policy

## Appendix 1 - SMSC Coverage in School

	SPIRITUAL	MORAL	SOCIAL	CULTURAL
Provision	<p>RE Assemblies Whole school Values Outdoor learning Forest schools</p>	<p>School values Character pledges Behaviour think sheets Behaviour policy Behaviour policy RE curriculum PSHE curriculum British Values Whole school values and ethos Celebration assembly Taking part in charitable events Anti-bullying events School council Pupil voice</p>	<p>Assemblies PSHE curriculum RSE curriculum Newsround Newspapers Restorative practice through behaviour policy Peer discussion in class Whole school values and ethos Anti-bullying events Metal Health awareness week School council Pupil voice House Team system Participation in musical and sporting events Learning mentor team Social stories for children with SEN</p>	<p>Assemblies RE Geography curriculum Black History taught through topic and English Use of varied texts and opportunities for reading and writing MFL teaching and learning Art and design curriculum</p>
Evidence	<p>RE curriculum plans Visiting places of worship Whole school assemblies Harvest, Christmas and Easter celebrations</p>	<p>RE curriculum plans Behaviour sheets Reflection time with Head teacher Displays and profile around school Assembly overview Celebration assembly Participation in events such as Comic Relief / Children in Need etc</p>	<p>Celebration assemblies Use of newspapers and materials Behaviour logs in school CPOMs Anti-bullying event resources Metal Health awareness week resources Pupil voice House team rewards Participation in musical and sporting events.</p>	<p>Books Displays Curriculum overview MFL evidence</p>

